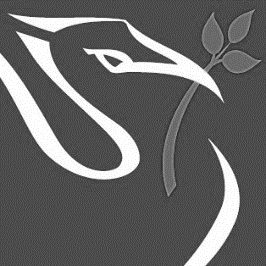
Secondary Programmes

Liverpool John Moores University | School of Education

**Weekly Planning and Evaluation**

LJMU Student teacher Planner 2023



**Transition to Planning in Phase 3**

The LJMU Lesson Planning Policy (Secondary) 2019 states that:

1. During Phase 3, student teachers will begin to use medium term planning from the placement school’s curriculum for every class that they solo teach.
2. During Phase 3, student teachers may transition to weekly planning and evaluation and begin to use the LJMU Student Teacher Planner , provided that their ITT Mentor judges their planning to be good or better. Medium term planning (by the department or student teacher) must be in place for all timetabled solo taught lessons.
3. During Phase 3, student teachers must begin to write and evaluate their own medium term plans, using the LJMU Sequence of Learning pro forma, providing evidence of a minimum of two key stage 3 units and one key stage 4 at Triangulation.
4. **During Phases 1, 2 and 3, student teachers must provide a full lesson plan using the LJMU Lesson Plan pro forma for all lessons formally co-observed by the Liaison Tutor and ITT Mentor – i.e. using a Lesson Analysis Form (LAF) for feedback.** The ITT Mentor must also be provided with an appropriate lesson plan for every weekly lesson observation formally recorded on a LAF.

**Core Content Framework (2019)**

**Working as part of an effective department team means contributing to, and drawing on, shared planning. This is important for workload and wellbeing of teachers and is highlighted in the CCF. Therefore, using medium plans to reduce workload is an important next step for student teachers.**

Learn How To - 8.s: *Collaborating with colleagues to share the load of planning and preparation and making use do of shared resources (e.g. textbooks)*

**Confirmation by ITT Mentor**

I confirm that the planning by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (trainee) is effective and provides support and challenge for all learners; and there are no issues with their planning. I confirm that they have permission to commence using the LJMU Student Teacher Planner, as of the date below (from Phase 3 only).

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| **ITT Mentor Signature:** | **ITT Mentor Name:** |
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| **Trainee Signature:** | **Date:** |
|  |  |

**Personal Details:**

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| **Teacher:** |  | | **Phase:** |  | | **Year:** |  |
| **Subject:** |  | | **School:** |  | | | |
| **ITT Mentor:** |  | **Professional Mentor:** | | |  | | |

**Notes:**

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**Phase 3 Timetable:**

**Week \_\_\_**

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| **Period** |  | | **Week beginning dates for Phase?** | | |  | | |
| **Time** | | **Monday** | **Tuesday** | **Wednesday** | | **Thursday** | **Friday** |
| *Start* | *Finish* |
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**Week B**

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| **Time** | | **Monday** | **Tuesday** | **Wednesday** | | **Thursday** | **Friday** |
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*Observations (personal, mentor and pupil voice) on the* ***impact of teaching on pupils’ learning****, across the week…*

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**Other opportunities, actions or areas for development:**

*Identify areas for development, such as areas of subject knowledge to target, further reading, observations of good practice, coaching and mentoring, etc. Include aspects of your discussions with your mentor following the lesson and/or in weekly meetings and target setting.*

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**Weekly Evaluation**

*Observations (personal, mentor and pupil voice) on the* ***impact of teaching on pupils’ learning****, across the week…*

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**Weekly Evaluation**

*Observations (personal, mentor and pupil voice) on the* ***impact of teaching on pupils’ learning****, across the week…*

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**Weekly Evaluation**

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| Unit of Work: |
| **Lesson 4**  Group: |  | Targets from last lesson: |
| Unit of Work: |
| **Lesson 5**  Group: |  | Targets from last lesson: |
| Unit of Work: |
| **Lesson 6**  Group: |  | Targets from last lesson: |
| Unit of Work: |

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| LJMU 2013 white black | LJMU **Weekly Planning and Evaluation** | | | | | |
| **Note:** The LJMU Weekly Panning pro forma is for use from the beginning of Phase 3 (only), and must be accompanied by medium term planning (Units of Work) for every group being solo taught. | | Friday | | | | |
| **Phase** |  | **Date** |  |  | |

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| **Lesson** | **Lesson outline** *(including learning outcome, inclusion, learning activities and assessment)* | |
| **Lesson 1**  Group: |  | Targets from last lesson: |
| Unit of Work: |
| **Lesson 2**  Group: |  | Targets from last lesson: |
| Unit of Work: |
| **Lesson 3**  Group: |  | Targets from last lesson: |
| Unit of Work: |
| **Lesson 4**  Group: |  | Targets from last lesson: |
| Unit of Work: |
| **Lesson 5**  Group: |  | Targets from last lesson: |
| Unit of Work: |
| **Lesson 6**  Group: |  | Targets from last lesson: |
| Unit of Work: |

**Weekly Evaluation**

*Observations (personal, mentor and pupil voice) on the* ***impact of teaching on pupils’ learning****, across the week…*

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**Other opportunities, actions or areas for development:**

*Identify areas for development, such as areas of subject knowledge to target, further reading, observations of good practice, coaching and mentoring, etc. Include aspects of your discussions with your mentor following the lesson and/or in weekly meetings and target setting.*

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**Records of data for improving pupils’ outcomes** (CCF LHT 6.l)

**General Data Protection Regulation (GDPR, 2018)**

* Pupil records **MUST** be password protected if electronic.
* Paper copies **MUST** be left in school in locked office / cupboard.

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| Class |  | Teacher |  | Unit/Scheme of Work / Sequence of Learning: |
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| Group profile and data |
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